

# Ryde Secondary College

## Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Ryde Secondary College as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Cassy Norris

Principal

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## Message from the Principal

It is a pleasure to present the achievements of our college in 2016.

Ryde Secondary College has a positive image in the local community and is the secondary school of choice in public education for families in the Ryde area.

Our motto: "Inspire, Achieve, Succeed", reflects the academic nature of the college and our aim to inspire every child to achieve their personal, academic, social, sporting and cultural potential through participation in an engaging and challenging education.

In February 2016 our student enrolment was 1039. Nearly all enrolments in the mainstream Year 7 classes in 2016 came from the local area.

We are proud of the excellent results achieved by Ryde Secondary College in the HSC in 2016. 123 Band 6 results were achieved, more than in previous years. Our students also achieved impressive ATAR results. Our top ATAR was 99.25 and 21% achieved ATARs above 95. Approximately 36% of all HSC candidates obtained ATARs over 90, and 75% reported their next destination as university following our January Destination Survey. There were 55 Distinguished Achievers and one All Rounder scoring the top band in 10 units or more. Consistent outstanding results continued with a first place in the state for Indonesian Continuers and one in Hospitality.

A unique benefit of education in a large partial selective school is the opportunity for talented students to study a wide range of challenging subjects, from the Sciences to the Creative and Performing Arts. Visual Arts, Drama, Music, and Textiles and Design remain popular in the senior years along with the more traditional Sciences and Humanities. Our strengths in these areas are reflected in our highly successful primary workshops in maths, textiles, music and food technology, as well as in our popular and well-attended annual Fashion Show and *rsc creative* Festivals. In 2016 Ryde Secondary College won first place for Concert Band and Vocal Trio and second place for the String Ensemble in the Ryde Eisteddfod.

Ryde Secondary College is focused on a more holistic education for students, through cultural and sporting programs in addition to academic programs, and a strong wellbeing and student leadership program. More than ninety extracurricular activities provide many enjoyable opportunities for students, enabling students to develop their talents and interests. The most recent additions, the Drama and Infinity (Maths) clubs, have proven highly popular. Our music program continues to expand and attract students, particularly the choir. College evening events and lunch soirees for musicians have provided great opportunities for public performances. We thank the parents who have contributed to our Friends of CAPA group in 2016 and look forward to the support growing.

I invite you to read the 2016 Annual School Report and note the outstanding achievements of a dedicated staff,

supportive parents and talented students.

## Message from the school community

### Parents & Citizens (P&C)

2016 was a fantastic year for the P&C. During the year, the P&C committed over \$60,000 of funds to contribute to a range of important projects including:

- \$25,000 towards P&C scholarships for 25 disadvantaged RSC students
- \$35,000 towards the refurbishment of the sound and lighting system in the MPC
- \$18,000 by way of grants towards refurbishing the COLA behind the MPC
- Over \$12,000 towards the purchase of classroom technology
- \$4000 towards new musical instruments and maintenance of existing music equipment
- funds to support student involvement in a variety of sporting events
- four classroom sets of Google Cardboard viewers (120 in total)
- five sets of camping equipment to enable students to participate in the Duke of Edinburgh Award without the added cost of purchasing equipment.

The P&C has also supported other events and initiatives at the school including:

- Homework Club – held each Thursday afternoon with supervising teacher and Macquarie University mentors
- Year 7 and 8 Enrichment Evening – an opportunity to be informed about RSC and the many opportunities available for students
- Study Skills Workshops – for parents and students from all year groups held throughout the school year
- Working Bees – in 2016 we held one working bee each term and they have enhanced the appearance of the school grounds and brought parents and students together.

The P&C was successful in securing \$23,000 in grants in 2016 to benefit the school. This is a fantastic effort from parent and volunteer grant-writer, Janet Elms-Smith. To put it into perspective, this is equivalent to almost 200 voluntary P&C contributions. Thank you Janet!

Teresa Russell initiated the Wish List Project this year, finding out directly from the head teachers what their faculty needed and to see if the P&C could either provide it or source it. This resulted in 120 heavily discounted Google Cardboard Glasses for History, a class set of programmable orbs (Spheros) for the Maths faculty, another upright piano for Music students, two high-end digital printers for CAPA and some fundraising prizes for students attending interstate sporting events to assist them with raising their own funds. Five students also accessed Australian Sports Commission grants of \$500 to assist in attending Australian Schools Volleyball Championships in Melbourne thanks to Georgie Cross' timely research.

Parents provided input into teacher and selection enrolments as a part of specific panels. Parents also contributed to discussions about the boys' uniform, which resulted in the change to optional navy shorts in Term 1, 2017.

I would like to thank the band of dedicated members of the P&C who helped enrich the school and improve the learning experience of all students in 2016.

Alex Roussos

## Message from the students

### Student Representative Council

The Student Representative Council (SRC) of 2016 has had an eventful year filled with exciting projects, meaningful discussion and collaborative events. Throughout the year, the council has placed its sole focus on defining student voice and what it really means to be a leader in a school environment and beyond. As the senior years mentored the junior years, friendships and mentor relationships blossomed which was reflected in the ideas that were brought about in this year's collaborations. Many of the council's projects have resulted in contributing not only to school life but also to the community in various charitable acts. Nevertheless, school traditions such as Ryde Idol were successfully run by the SRC again in 2016.

As the councils are divided into five smaller groups, each has their own separate roles. More than ever, this year the councils have joined hands and have supported one another in collaborative projects with the guidance of our senior leaders and the prefect team. The Whole School Council is in charge of internal affairs and has been actively involved in the monthly college tours, parent teacher nights and study skills sessions. Given the opportunity, they are able to convey their personal experiences, junior and seniors alike, to the wider community and interested students. They also worked

tirelessly throughout the year developing the end of year project with Ms Norris which in 2016 was called "Sporties, Techies and Creatives". This was a project that engaged students in a diversity of experiences, developing their skills for a public performance through dance, technology and the creative arts.

The Culture Council is an important aspect of school life and annually they are responsible for the biggest event yet – Ryde Idol. This traditional school talent show is promoted to give students that do not necessarily study a performing art a chance to showcase their hidden flair. The annual *rsc creative* event has also been a reoccurring part of school tradition and was a great success, with 1st, 2nd and 3rd prize winners collecting \$100, \$50 and \$25 JB HiFi vouchers respectively as their reward. In addition, the Culture Council worked with the CAPA faculty to produce an outstanding Creative Arts Festival Week which included drama performances, creative workshops, musical ensembles and visual artistic displays.

The Social Justice Council focuses on wellbeing and raising awareness of various issues around the world including supporting disadvantaged groups within the Ryde community, raising awareness about epilepsy and educating students about the issues of domestic violence and gender based discrimination. In doing this, the Social Justice Council donated funds to Ryde Rotary and the Hocus Pocus initiative – which sends disadvantaged students to Luna Park for a day of adventure. The Council this year continued their support for the Epilepsy Foundation through Purple Day and White Ribbon Day – generating discussion groups focusing on domestic violence and we look forward to continued success in 2017.

The Environmental Council was involved in developing a Vertical Garden Project near the Human Movement Studio – This project intended to transform the HMM area, anterior to the computer room into a vertical garden to make it more appealing to guests, students and teachers, whilst also maintaining the idea of sustainability. The Environment Council have also continued their success with the recycling program and we look forward to more initiatives in 2017.

The Sport and Wellbeing Council also had a positive impact throughout the College. Led by Nishan Gill–Misson and Eden Me–Tal, students actively discussed issues surrounding anti–bullying, "RUOK" Day, Epilepsy foundation/purple day awareness and promotion of positive mental health strategies across the college community. We look forward to more initiatives in 2017.

Collaboratively, students from the SRC this year attended the National Young Leaders Day at Sydney Olympic Park as a reward for their outstanding contributions. The day gave the council a chance to meet others, form connections and network with students from other schools within Sydney which assisted them in developing some new ideas for the SRC in 2017. Furthermore, the NS–EC (Northern Sydney Entente Cordial) network of schools meetings have been an outstanding success, with Ryde Secondary College hosting a network meeting early in term three. Due to the success of this event students from the council were invited to Macarthur Girls High School to share their experiences with schools within the Western Sydney region in a junior cluster seminar meeting.

This year has been a great year for the SRC and we look forward to the announcement of the new SRC in Term 4. We would like to thank Ms Norris, Mr Plummer, Ms Hutson, Mr Newcomb, Ms Mazzaferro, Ms Blow and Mr Wright for their support of the students in the SRC and we look forward to more students/teachers playing a role in 2017.



## School background

### School vision statement

“Our students, our future. Confident, compassionate and successful.” We aspire to develop strong partnerships with families and communities to ensure young adults become lifelong and independent learners, resilient and caring individuals and global future citizens.

### School context

Ryde Secondary College (7–12), with enrolments close to 1040 students, including 75% students (EAL/D), is a co-educational high school with an academically selective cohort, an additional gifted and talented class, and mainstream classes in each cohort. The College also has a large Support Unit and an active Learning and Support Team. It has a strong focus on quality teaching, wellbeing, social justice programs and a creative and positive learning environment. The College has extensive whole school, extracurricular, sporting and community partnership programs to develop each child’s academic, social and sporting potential.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

#### In Learning

School culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning. The school's on-balance judgement for this element is: **Excelling**.

In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. The school's on-balance judgement for this element is: **Excelling**

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students. The school's on-balance judgement for this element is: **Excelling**

Consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum. The school's on-balance judgement for this element is: **Sustaining and Growing**

Students consistently perform at high levels on external and internal school performance measures. The school's on-balance judgement for this element is: **Sustaining and Growing**

#### In Teaching

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. The school's on-balance judgement for this element is: **Excelling**

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to inform future school directions. The school's on-balance judgement for this element is: **Excelling**

There are explicit systems for collaboration and feedback to sustain quality teaching practice. The school's on-balance judgement for this element is: **Excelling**

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. The school's on-balance judgement for this element is: **Excelling**

Staff demonstrate personal responsibility for maintaining and developing their professional standards. The school's on-balance judgement for this element is: **Excelling**

### **In leadership**

In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement. The school's on-balance judgement for this element is: **Excelling**

The school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity. The school's on-balance judgement for this element is: **Excelling**

Resources are strategically used to achieve improved student outcomes. The school's on-balance judgement for this element is: **Excelling**

Management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. The school's on-balance judgement for this element is: **Excelling**

This self-assessment process is based on the simulated validation process undertaken in 2016 at our annual executive conference and a meeting of our Executive Plus group of head teachers in 2017.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Student achievement through quality teaching

### Purpose

To enhance student achievement through quality differentiated teaching and learning

### Overall summary of progress

Strong progress has been made in all key components in improving student achievement through quality teaching. Evidence through NAPLAN data, Tell Them From Me Survey results, staff and student survey analysis and the successful attainment of Milestones are all indicators of very positive achievement in 2016. The progress made towards enhancing student achievement through quality teaching is particularly evident in the improved HSC results. Significant improvement in the overall attainment of Band 6 results from 103(2015) to 123, provides clear evidence that a focus on teaching and learning in Science and PDHPE was particularly successful.

**Curriculum planning for the whole school** underwent substantial progress through a Curriculum Mapping document that was completed by all faculties. This has provided opportunities for cross curriculum units of learning and assessment to be developed. The implementation of a pilot GAT project for the year 7 GAT class and the completion of the STEM project through UNSW, provided further evidence of the development of cross curricular priorities.

**Systematic planning for quality literacy** teaching was evident through the training and initiating of the Quicksmart literacy program. This involved the training of our Learning and Support Teachers (LAST) and Specialist Learning and Support Officers (SLSO). Students with identified literacy needs were invited to participate in this program. Year 8 undertook a Book Project, which provided all students with a novel to read during Roll Call. There was continued professional learning for the implementation of PEEEL and ALARM strategies, which were included in faculty programs. A major initiative was the drafting of a whole-school literacy plan by the RSC Literacy Team. Higher levels of interest across the school in literacy was achieved through the rejuvenation of the library as a literacy hub. This was due to the creation of a Futures Learning Support Coordinator whose role was to develop new resources and enhance student engagement in reading.

**The establishment of a school culture of thinking** continued to develop with the continuation of professional development for selected staff on visible thinking skills with growth mindset concepts being incorporated in programs throughout the school.

Staff participated in a Visible Thinking/Cultures of Thinking survey to determine the level of progress that had been made during the last 2 years. Results indicated very positive progress had been made with over 70% of staff surveyed indicating there was reflective dialogue between teachers to discuss teaching and learning strategies, opportunities for collaboration and an increasing openness to trying new techniques and ideas in their profession. More than 70% staff indicated that the impact of Cultures of Thinking has had a positive impact at RSC.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved HSC results across all subjects. A 10% increase in writing proficiency in Year 9 by 2017, which is above state and SSG levels.	HSC results demonstrated significant improvement. 123 Band 6 results.	\$96,900 in 7–12 strategies designed to improve all aspects of teaching and learning, literacy and numeracy. A range of other initiatives also fostered improved performance.

### Next Steps

Ryde Secondary College staff will continue to follow up the findings of the RSC Cultures of Thinking (COT) Survey.

Staff will be provided opportunities to undertake **further training** in the development of COT strategies, moving forward from Visible Thinking routines.

A whole school approach will be investigated and implemented through **Action Research** led by Simon Brooks in consultation with the Deputy Principal managing teacher professional learning.

Further development for the implementation of the STEM Project to integrated into the curriculum program will be undertaken.

The Futures Learning Support Coordinator will continue to raise the profile of literacy and library use and provide support for other whole school initiatives.



## Strategic Direction 2

Student learning through engagement, connection and belonging

### Purpose

To foster student learning through positive and inclusive relationships and quality learning environments. We will provide all students with opportunities for: Student voice Engagement Belonging Leadership

### Overall summary of progress

The 2016 School Excellence Framework feedback and Tell Them From Me surveys indicated continued growth in higher-than-state-average levels of participation, engagement and belonging at Ryde Secondary College across all years, building on the already impressive results of 2015.

School financial initiatives along with the support of the P&C resulted in re-engaging disengaged students identified as experiencing socioeconomic disadvantage via student scholarships and **targeted intervention projects** such as 'Bounce Back' and 'Empower'.

The **mentoring program**, established in 2015 continued with much success, allowing up to 20 teachers to mentor students needing support, following report recommendations that the students identified in each year group needed advocacy.

Our RAM funding was directed in 2016 towards providing **additional faculty determined learning support** for students, often with expert teachers. Time was provided for teachers to develop more differentiated and engaging programs to foster student outcomes.

Additional RAM funding was also allocated to **major college initiatives that have a high level of student involvement** and build engagement, student wellbeing and a broader skill set, including sporting competitions, the annual Fashion Show, Budding Chef Program, rsc creative and the End of Year Project.

During the previous year staff were surveyed to identify patterns of problematic behaviours in whole school areas. The data was used this year to update **a set of whole school values** in consultation with the college executive team, senior staff and SRC. The three core values of 'Resilience, Respect and Responsibility' (The Three R's of RSC) were chosen. The College's merit system was adapted to reflect these core values, commencing day one in 2017 with the focus of rewarding the values underpinning good scholarship, community engagement and positive social interactions.

**Learning spaces** continued to be improved through the continued refurbishment of the library and the senior study area to facilitate collaborative and futures focused learning. Other changes included the purchasing of several portable laptop banks for collaborative technology use, the continued updating of interactive technologies in classrooms and the planned refurbishment of a TAS classroom into a Futures Learning space. **Technology resources** were upgraded through acquisition of a new diagnostic application, enabling remote upgrading of systems applications and bandwidth analysis.

The SRC organised activities including Ryde Idol, World Water Day, School Sport Carnivals, End of Year Project and numerous charity and NGO fundraisers. These activities continued to engage students and support our community.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased student engagement and school spirit evident from Tell Them From Me Student survey. Improved growth in NAPLAN writing arising from greater student confidence in oracy, PBL, creative whole school programs and participation in extracurricular activities	Signage completed. Students introduced to values and expectations. Further staff and student communications necessary. Classroom signage to be implemented in 2017. Evaluation via TTFM results 2017.  Whole school scope and sequence still undergoing development.  Planning constraints on refurbishment of Futures Learning Facility meant work postponed until 2017.  Whole school participation in the end-of-year	Approximately \$120,000 including professional learning activities.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased student engagement and school spirit evident from Tell Them From Me Student survey. Improved growth in NAPLAN writing arising from greater student confidence in oracy, PBL, creative whole school programs and participation in extracurricular activities	event.	

## Next Steps

### Student Management

Our Merit System has been revised to support the college's core values in Resilience, Respect and Responsibility. The system will need constant monitoring to ascertain the effectiveness of the system in student recognition and in record keeping of student achievement across all areas of the school.

### MindMatters and Pastoral Care

The welfare team will continue to monitor and adapt the wellbeing scope and sequence for a student driven pastoral care programs for Years 7 to 12. The team will continue teacher professional learning on further strategies for building resilience and connectedness within the school community, incorporating the college's core values.

### Learning Spaces

A committee was formed to further investigate the design options to incorporate concepts of 21st Century learning spaces into future building upgrades. Continued T4L rollouts, the expanding use of Google and Windows 360 applications and upgrades to classroom technology hardware will add to our technology resources. Research will be undertaken into the feasibility of the introduction of Chromebooks as a compulsory element of student equipment, replacing the current BYOD policy for 2018 Yr 7. This will necessitate the creation of a school-based management console via the school's domain name.

### Updated Parent Communications

Family and community engagement via technology will be a future focus of RSC. A significant update of the school's website, continued and improved use of the school's *Sentral* Student Services Application and the feasibility of parent communications applications will feature in 2017.





## Strategic Direction 3

### Powerful partnerships for learning

#### Purpose

Building powerful partnerships for shared learning, through professional learning communities within and across schools, parents and the wider community

#### Overall summary of progress

Continued success was achieved in improving the level of parent engagement evident in attendance at school events and seminars in 2016, most notably at our Annual Fashion Show, attended by upwards of 800 guests and the rsc creative Arts Festival attended by 450. Our evening Drama performances and four music Season concerts were well attended. A strategy of massed year choirs performing has significantly increased parental engagement with our College. Continued high attendance at Subject Selection and HSC Assessment evenings ensures parents are aware of curriculum and assessment, and ongoing interest in junior and senior study skills seminars, further enhances engagement of parents.

Higher levels of executive and teacher interaction have been evident in NS–EC and other school links, including primary links as a result of the accumulated knowledge and interactions to date in these networks.

In 2016 our primary workshops offering extended beyond Fashion workshops to Budding Chef workshops which were over subscribed, and a new Student Voice music workshop. The popular Beginning Teachers program and TeachMeet led by one of our executive teachers, as well as the new and well attended Aspiring Leaders Program provides evidence that the success of this community of learning is being sustained and builds on success experienced in previous years.

Development of the RSC Facebook page, the parent portal on Sentral, and improved approaches to Parent/Teacher evenings have provided further opportunities for parent engagement and awareness of school activities and curriculum. Our Textiles and Design/Hospitality tour to Spain was shared through Facebook enabling the whole school community to celebrate its success.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• High levels of primary school involvement in transition program</li><li>Improved level of parent engagement evident in attendance at school events and seminars, Tell Them From Me Survey</li><li>• Higher levels of teacher interaction evident in NS–EC and other school links.</li></ul>	<p>Achieved via Fashion Show and RSC Creative Festival, in addition to Subject Selection and HSC Assessment evenings. Massed year choral groups have proven a powerful drawcard at College events. Parents are not generally keen to come to school for cultural and work reasons except for major events in which their children participate or for HSC assessment and study skills evenings. Increased media publicity initiated in 2016 and carried into 2017 will be a powerful influence on our parent community.</p> <p>Higher levels of teacher interaction have developed through NS–EC activities, particularly beginning teachers and aspiring leaders who participated in comprehensive interactive programs, coordinated by a retired principal. The NS–EC Principal and DP groups meet regularly and indicate a high level of interaction and mutual support.</p>	<p>More than \$99,000 including:</p> <ul style="list-style-type: none"><li>• Teacher professional learning activities: NS–EC, Beginning Teachers, Aspiring Leaders programs, Leadership development programs and projects.</li><li>• Transition activities –\$10,000</li><li>• \$10,000 – RAM and school funds</li><li>• Socio–economic background (\$10,000.00)</li><li>• Saltbush visit \$5000</li><li>• Temporary and casual Staff \$7200 plus Dance Trainer \$600</li></ul>

#### Next Steps

Digital engagement has provided an important vehicle to improve communication with our parents and the broader community and we look forward to improving our website and sharing more activities with our parents through the RSC

Facebook and parent portal on Sentral. Continued use of a parent to develop public relations materials promoting our achievements will enable greater community support and engagement with our programs at Ryde Secondary College.

Community engagement is also being enhanced through improved communication and promotion of success through media stories and activities which foster community partnerships, including World Water Day.

Continued funding of study skills evenings for parents, and our major iconic events and projects are planned in 2017.

Our use of "artists in residence" in 2016 to engage students and the broader community will be continued following their great success.

Engineering workshops are planned to supplement existing workshops offered to primary schools from 2012–2016.

The End of Year SRC project will focus on Dance and one other creative/sporting activity in 2017 due to the outstanding engagement demonstrated in the Dance program. This program assists our students in developing the life skills of confidence and creativity, and reducing anxiety, necessary in students with a strong academic focus during the year.

The NS–EC network will offer a Project Leadership professional learning program in 2017 to develop the next senior leaders in our group of schools in addition to the Beginning Teachers and Aspiring Leaders Program. STEM collaboration will be a priority for the network meetings of teachers in 2017.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>8 Ways of learning evaluated.</p> <p>New Team established for Aboriginal Education. Awareness incorporated into school events by History staff.</p> <p>Resources from AECG meeting shared.</p> <p>Plan for languages project presented to principal, Futures Learning Support Coordinator commences planning for implementation.</p> <p>Highly successful Saltbush visit to Bourke High School undertaken.</p> <p>Funds allocated for Norta Norta and SLSO time.</p>	<p>\$1600 available for projects, student support and ongoing professional learning</p> <p>\$5000 allocated to Saltbush visit</p> <p>SLSO time allocated for learning and support.</p>
<b>English language proficiency</b>	<p>Futures Learning Support Coordinator employed to further develop literacy with librarian. Highly popular with students. Reading in library has significantly increased.</p> <p>Numbers of students in library has dramatically increased.</p> <p>High level and increasing numbers of EAL/D students participating in Choir, Musical ensembles, Sport Teams and whole school projects such as Fashion Show and RSC Creative Festival.</p>	<p>\$16,500 for Futures Learning Support Coordinator</p> <p>\$30,000 for library resources to promote reading</p> <p>\$10,000 to promote engagement and participation in major school events.</p>
<b>Low level adjustment for disability</b>	<p>Additional LAST employed and NCCD plans completed. Additional classroom support provided. Year 7 transition smooth.</p> <p>Transition Coordinator trained in Stage 5. Work Education syllabus modified for use with transition and students at risk of disengagement.</p>	<p>School based transition funding</p> <p>0.4 additional LAST provided</p> <p>\$40,212 + additional school funds.</p> <p>• Low level adjustment for disability (\$9 000.00)</p>
<b>Socio-economic background</b>	<p>Higher levels of engagement and participation achieved through RSC Creative and Annual Fashion Show evident in high attendance levels.</p> <p>Homework centre was established, but still needs more promotion. Low SES students need to be encouraged to attend.</p> <p>SLSOs trained in Quicksmart commence reading program under supervision of Futures Learning Support Coordinator.</p>	<p>\$47,712 + additional school funds including per capita equity loading</p> <p>\$10,000 for major school events which engage a majority of students.</p>
<b>Support for beginning teachers</b>	<p>In 2016, Ryde Secondary College provided a range of support strategies to assist in the continuing development of our beginning teachers. Twelve teachers were at various stages of completing their beginning teacher program and utilised the allocated funding. Beginning teachers used a total of \$46,786.45 out of the total TPL budget.</p>	<p>\$109,217 covering professional learning programs.</p>

<p><b>Support for beginning teachers</b></p>	<p>Several temporary and casual teachers were also included in the TPL and Beginning Teacher Programs developed by both Ryde Secondary College and our NS–EC Coordinator.</p> <p>Beginning teachers accessed their funds for professional development opportunities that included:</p> <ul style="list-style-type: none"> <li>• Beginning Teacher Induction Program</li> <li>• Beginning Teacher Conference</li> <li>• Allocated Release time from timetabled classes</li> <li>• Professional learning courses</li> <li>• Allocated release days with mentors</li> </ul> <p>In 2016, two teachers successfully completed their accreditation. All teachers have been guided through their development process with the assistance of the HT Teaching and Learning. At the completion of 2016, a new Beginning Teacher Mentor was appointed for 2017, to further assist in providing support and guidance to all New Scheme Teachers.</p>	<p>\$109,217 covering professional learning programs.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	642	660	657	612
Girls	439	443	423	407

Enrolments are reasonably stable following the boundary changes enacted in 2014.

The majority of students in the mainstream and many in our selective stream and support unit classes are local.

There is a very rich culture within the student community with 75% of students from non-English speaking backgrounds, 66% born in Australia. Over 90 nationalities are represented in our student body.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	95.6	95.3	94.5	94.7
8	94.3	94.1	93.8	95.2
9	94.4	93.4	94.2	93.4
10	93.6	94.5	91.8	92.4
11	90.8	93.2	92.9	91.8
12	92.1	92.7	93.2	92
All Years	93.4	93.8	93.3	93.2
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

Student attendance continues to be a priority area at the college. The college uses an electronic system to monitor student attendance. The system allows SMS contact with parents of students whose attendance is unexplained.

The college also operates a pastoral care system with each year having a pastoral team consisting of a Year Adviser, Head Teacher of Year and roll teachers. Each year team meets daily at a year assembly and is proactive in providing intervention and support on a daily basis. Students with less than 85% attendance are referred for case management by the Deputy Principals or Head Teacher Welfare.

Regular messages in the college newsletter and parent portal encourage parents to ensure their children attend the college each day. The newsletter and the college website also contain blank proformas that parents can use to explain student absences.

Teachers are required to mark class rolls every lesson and report any discrepancies to the Head Teacher Administration for follow up.

### Structure of classes

The college caters to the learning needs of a wide range of students from Years 7–12. These include a stream for selective students, another for gifted and talented students, mainstream student enrolment and the support unit in Years 7–12. Apart from English, student enrolments in Years 11 and 12 are subject based and reflect a broad curriculum which is strong in sciences, technology and the humanities.

### Retention Year 10 to Year 12

The retention rate at Ryde Secondary College of 82% is closely correlated with that of similar schools. Few students leave to go to work or TAFE prior to Year 12. Students who leave generally transition to full selective schools or move to other regions, interstate or overseas.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0.5	0
Employment	0	0.5	8
TAFE entry	0.6	3.2	14
University Entry	0	0	75
Other	16.9	5.8	3
Unknown	0.6	0.5	0

The vast majority of students at Ryde Secondary College continue with HSC studies. A number obtain positions in full selective schools in year 10, hence the

number of year 10 shown as "other". This is common in many partial and comprehensive schools.

A small number of students also return overseas, their parents having completed further education at nearby universities.

A Transition Advisor works closely with our Careers Advisors to assist students who wish to transition into work or TAFE in Stage 5. Taster courses are often successful steps in their transition to part time work and TAFE options at the conclusion of year 10.

### Year 12 students undertaking vocational or trade training

In Year 12, eight students gained employment after graduation. Students entering TAFE was a combination of those doing apprenticeships plus various other courses and approximately 14% of the cohort chose this path. By far the majority of the Year 12 students applied to various universities. Only 3% of students chose a gap year and within this figure 1% opted for a private college.

### Year 12 students attaining HSC or equivalent vocational education qualification

Of the 154 students who sat for the HSC in 2016, 151 received a Higher School Certificate.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	50.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	2.4
School Counsellor	1
School Administration & Support Staff	15.17
Other Positions	2.2

\*Full Time Equivalent

There are currently no identified Aboriginal teachers at Ryde Secondary College.

### Workforce retention

The staff of Ryde Secondary College is very stable, with turnover the result of staff promotions, secondments to corporate office projects, maternity leave and retirements.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	3

### Professional learning and teacher accreditation

A total of \$168,000 including tied funds was spent on teacher professional learning (TPL) in order to provide opportunities for staff to enhance their knowledge, maintain proficiency and support teachers in meeting the college targets for the SMP.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.



Income	\$
<b>Balance brought forward</b>	<b>708 521.35</b>
Global funds	744 738.60
Tied funds	488 102.75
School & community sources	1 101 679.86
Interest	16 557.04
Trust receipts	108 600.35
Canteen	0.00
Total income	3 168 199.95
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	295 518.04
Excursions	319 499.53
Extracurricular dissections	314 908.01
Library	12 916.06
Training & development	65 377.58
Tied funds	479 774.43
Short term relief	176 146.82
Administration & office	418 795.18
School-operated canteen	0.00
Utilities	138 387.76
Maintenance	88 436.05
Trust accounts	97 564.25
Capital programs	399 117.38
Total expenditure	2 806 441.09
<b>Balance carried forward</b>	<b>361 758.86</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### School-based assessment

#### Competitions

##### English

A significant number of students entered the ICAS English Competition again this year. ICAS is designed by UNSW Global and conforms to international testing benchmarks. The results were pleasing, with one High Distinction, 12 Distinctions and 40 Credits being awarded to RSC candidates. Students also entered the Whitlam Institute's writing competition entitled What Matters, with Saakshi Koul of Year 7 winning both her division and the overall competition. In another success, the History Teachers' Association Extension History Prize awarded Bethany Tay of Year 12 with a certificate of excellence for her historiography essay.

##### Mathematics

RSC participates each year in the Australian Mathematics Competition, which is initiated by the Australian Mathematics Trust (AMT). 123 students participated in the competition in 2016 with High Distinctions being awarded to Sam Wang (Year 12) and Samuel Ahn (Year 10). Sam achieved in the top 1% of all participants. In addition to these two High Distinctions our students achieved 28 Distinctions and 53 Credits.

Students from RSC also participated in the Maths Challenge for Young Australians. 15 students from years 7, 8 & 9 participated in this very challenging problem solving competition. They performed admirably with Distinctions being awarded to Alice Guan, Jordan Lau, Rhys Martin and Eden Thornburrow, all Year 7 students.

##### Australian Geography Competition

The Australian Geography Competition is a contest for Australian secondary students that assess their geographical knowledge and skills. The competition aims to encourage student interest in geography and reward student excellence. The Competition is open to students studying geography in all years of secondary school. In 2016, 60 students participated in the competition. Of these students, the college received 6 High Distinctions, 21 Distinctions and a special mention to James Bambde from Year 9 who scored in the top 1% in Australia for the Australian Geography Competition.

##### Science

Ryde Secondary College participates each year in the International Competitions and Assessments for schools Science Competition administered by the University of New South Wales. In 2016, 98 students participated and achieved 16 Distinctions and 35 Credits.

## Languages – Assessment of Languages Competition

The Assessment of Languages Competence (ALC) is a suite of tests at different levels designed to assess language competence in learners of additional languages. It is conducted by the Australian Council for Educational Research (ACER). The tests contribute to promotion and celebration of Language Education; Tracking student progress in languages throughout their school years and providing an overview of a school's performance in relation to languages.

In 2016, 45 students entered the competition. For Japanese Certificate 1 (year 11) 5 students achieved a High Distinction and in Japanese Certificate 2 (year 12), 13 students achieved a High Distinction. In the French Certificate 1 (year 9) 4 students achieved a High Distinction. Well done to all participants.

## Languages – Indonesian Writing Competition

In 2016, 1 student entered the competition. Janice Seo achieved outstanding results and came second in the state.

## ASX Schools Sharemarket Game of 2016

As part of the year 9 assessment task in Commerce, students participated in the ASX Sharemarket Game. Students were given a virtual \$40000 and invested this money in Australian public listed companies. Students learnt about the volatility of the sharemarket, the importance of a diverse portfolio and how the sharemarket works in Australia.

In 2016, there were 83 syndicates in the competition. Of these 83, 14 ended the game with a higher portfolio and one student completed the game with a portfolio increase of 5% which is excellent in a two month program.

## Digital Technologies – TAS

In 2016, 45 students from years 7–10 participated in the International Competitions and Assessments for schools – Digital Technologies. This competition is designed by the University of NSW and is run by teachers from the college. The paper set by the university covers a variety of skills ranging from knowledge of software to the use of hardware devices.

Students at Ryde Secondary College received 1 High Distinction, 5 Distinctions and 14 Credits, 5 Merits and 19 Participation certificates.

## VALID Yr 8

VALID Science 8 is mandatory for Year 8 students in NSW government schools. The Validation of Assessment for Learning and Individual Development (VALID) program is providing end-of-stage diagnostic assessments for the Science KLA. The tests contain both:

- extended response tasks, which provide an opportunity to assess higher order thinking and

deeper understanding of a scientific concept or big idea

- short response and multiple choice items presented in item sets with a stimulus comprising videos, animations, graphics, audio and/or text.

All items in a set are contextually linked to the stimulus.

The percentage of students at RSC achieving in the top two levels in science overall was 44.3% which was twice that of the state. achieving at this level ( 20.6%), and considerably higher than similar school groups and partially selective schools.

The percentage of students achieving in the top level at RSC in science overall, was double that of other partially selective high schools.

In the knowing and understanding component 13.6% of students achieved in the top level which was more than double the percentage of students in other partially selective high schools achieving at that level and more than triple of the percentage of students achieving at the top level in the state.

In the problem solving and communicating component 55% of students achieved in the top two levels compared to 30.5% of students achieving a level 6 in the state and considerably higher to students of similar school groups and other partially selective high schools.

41.4% of students achieved in the top two levels of the extended response components compared to 19.2% of students in the state achieving in the top two levels. RSC students performed considerably higher than similar school groups and partially selective high schools in this component.

48% of students at RSC achieved in the top two levels in planning and conducting which was considerably higher than the percentage of students achieving in the top two levels for this component in the state, similar school groups and partially selective high schools.

Overall the percentage of students achieving in the top level in each of the components of the test was higher than the percentage of students who achieved at this level in the state and higher than that of similar school groups and partially selective high schools.

## NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

## NAPLAN – Year 7 Literacy

The NAPLAN standardised examination is comprised of four elements: Writing, Reading, Spelling and Grammar & Punctuation.

Year 7 and Year 9 students at Ryde Secondary College sat for this exam and achieved the following results in 2016:

24.1% of students achieved Band 9 in Reading and another 24.1% of students achieved Band 8. This was significantly higher than the NSW DoE distribution of 10.5% in Band 9 and 15.4% in Band 8.

Ryde Secondary College's distribution of students in the top two bands was also higher than the distribution of students in the top two bands in the statistically similar group (SSG).

33.3% of students achieved Band 9 in Spelling and 24.3% of students achieved Band 8. This was significantly higher than the NSW DoE distribution of 12.0% in Band 9 and 19.3% in Band 8. Ryde Secondary College's distribution of students in the top two bands was also much higher than the distribution of students in the top two bands in the statistically similar group.

29.2% of students achieved Band 9 in Grammar & Punctuation and 20.1% of students achieved Band 8. This was significantly higher than the NSW DoE distribution of 13.8% in Band 9 and 13.1% in Band 8. Ryde Secondary College's distribution of students in the top two bands was higher than the distribution of students in the top two bands in the statistically similar group.

13.2% of students achieved Band 9 in Writing and 21.5% of students achieved Band 8. This was significantly higher than the NSW DoE distribution of 3.9% in Band 9 and 11.4% in Band 8. Ryde Secondary College's distribution of students in the top two bands was higher than the distribution of students in the top two bands in the statistically similar group.

**NAPLAN Year 9 – Literacy**

10.9% of students achieved Band 10 in Reading and 24.6% of students achieved Band 9. This was significantly higher than the NSW DoE distribution of 6.7% in Band 10 and 14.2% in Band 9. Ryde Secondary College's distribution of students in the top two bands was also higher than the distribution of students in the top two bands in the statistically similar group.

18.8% of students achieved Band 10 in Spelling and 26.7% of students achieved Band 9. This was significantly higher than the NSW DoE distribution of 8.4% in Band 10 and 14.6% in Band 9. Ryde Secondary College's distribution of students in the top two bands was significantly higher than the distribution of students in the top two bands in the statistically similar group.

11.9% of students achieved Band 10 in Grammar & Punctuation and 19.3% of students achieved Band 9. This was significantly higher than the NSW DoE distribution of 8% in Band 10 and 11.6% in Band 9. Ryde Secondary College's distribution of students in the top two bands was equal to the distribution of

students in the top two bands in the statistically similar group.

7.4% of students achieved Band 10 in Writing and 13.1% of students achieved Band 9. This was significantly higher than the NSW DoE distribution of 3.5% in Band 10, and 6.8% in Band 9. Ryde Secondary College's distribution of students in Bands 9 and 10 was also higher than the distribution of students in Bands 9 and 10 in the statistically similar group.

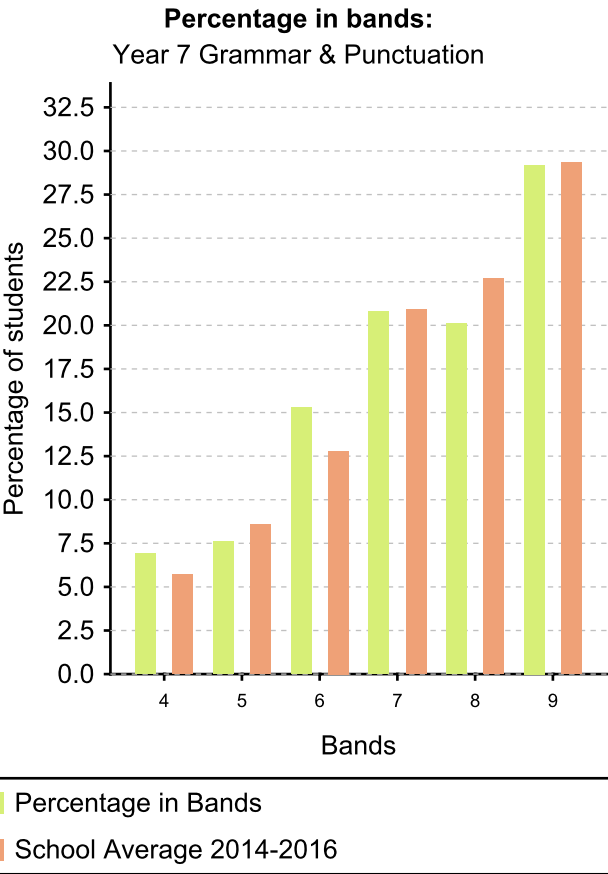
**Progress in Literacy**

The high percentage of students performing in the top band of the Grammar & Punctuation test in Year 7 was typical of the college's performance in recent years.

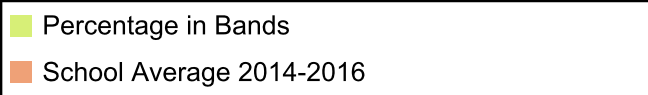
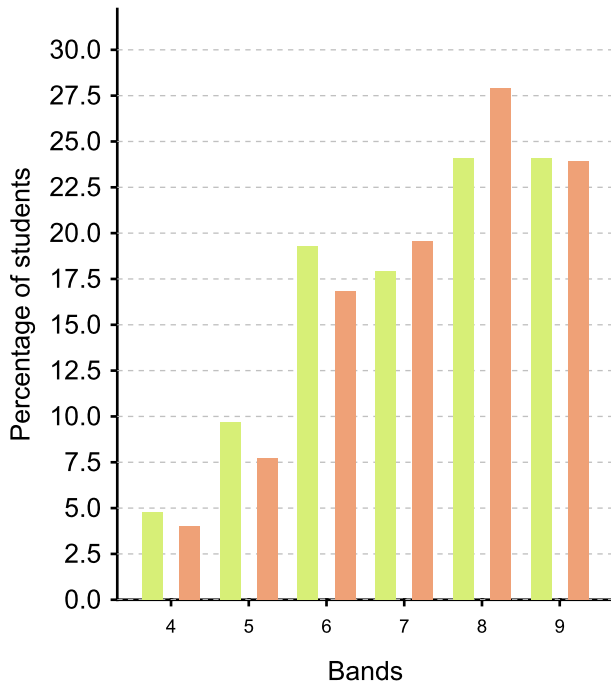
In Writing, the high percentage of students in the top two bands was an improvement on the already strong performances in 2014 and 2015. There were also more top band results in Spelling than in the College's strong 2015 result.

NAPLAN Year 9 performances at RSC continue to be well above the State average in all four Literacy categories.

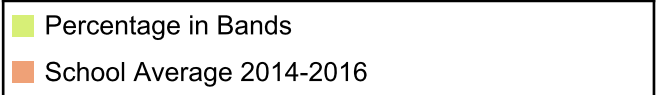
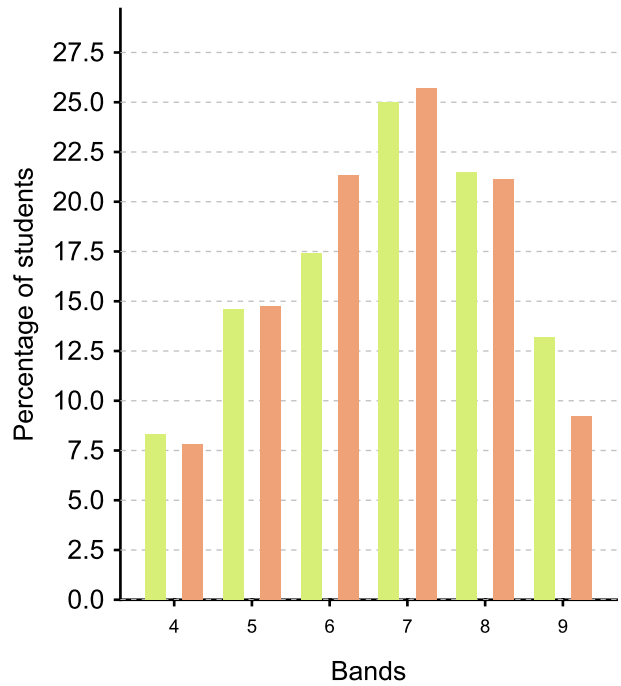
In Grammar & Punctuation the median score for Year 9 was above the median score of both the state as a whole and the statistically similar group, while the median score for Writing for Year 9 was above the median score for the state as a whole and significantly above the median score for the NSW DoE group. The percentage of College students in the top two Writing bands was higher than the already strong result of 2015, which itself was higher than in 2014.



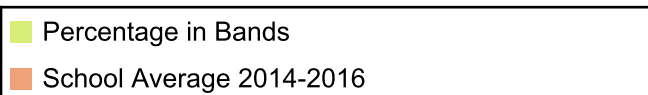
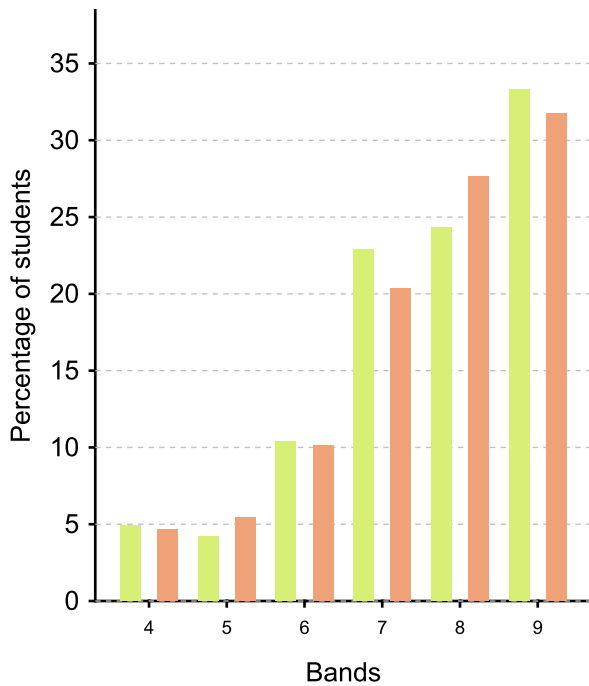
**Percentage in bands:**  
Year 7 Reading



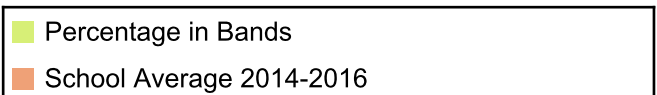
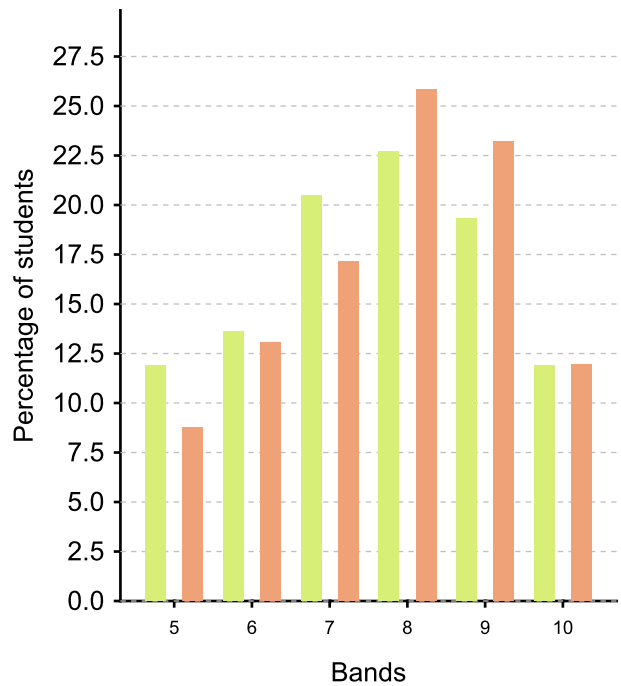
**Percentage in bands:**  
Year 7 Writing



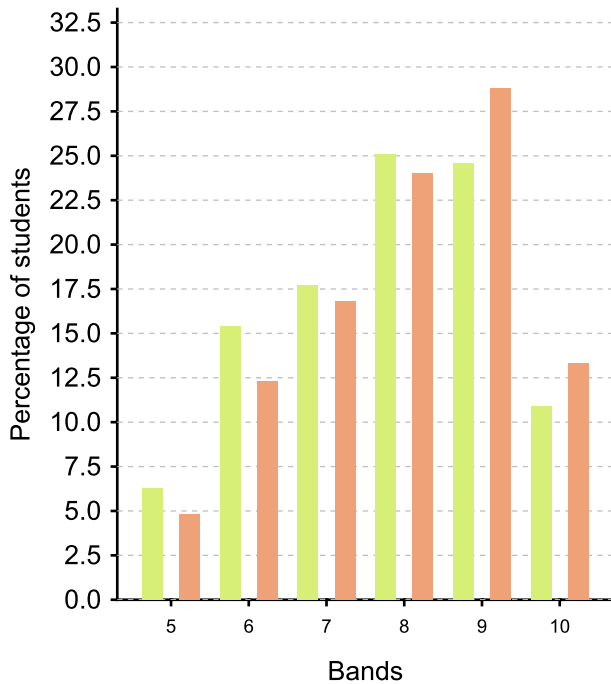
**Percentage in bands:**  
Year 7 Spelling



**Percentage in bands:**  
Year 9 Grammar & Punctuation

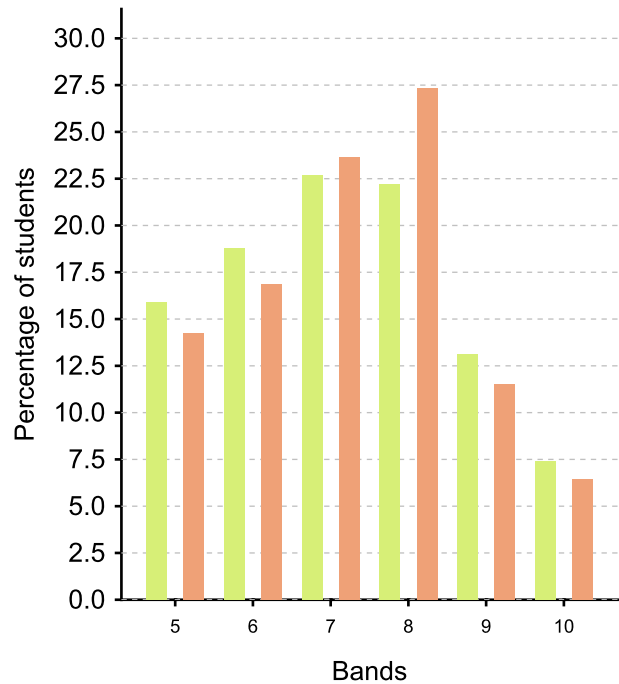


**Percentage in bands:**  
Year 9 Reading



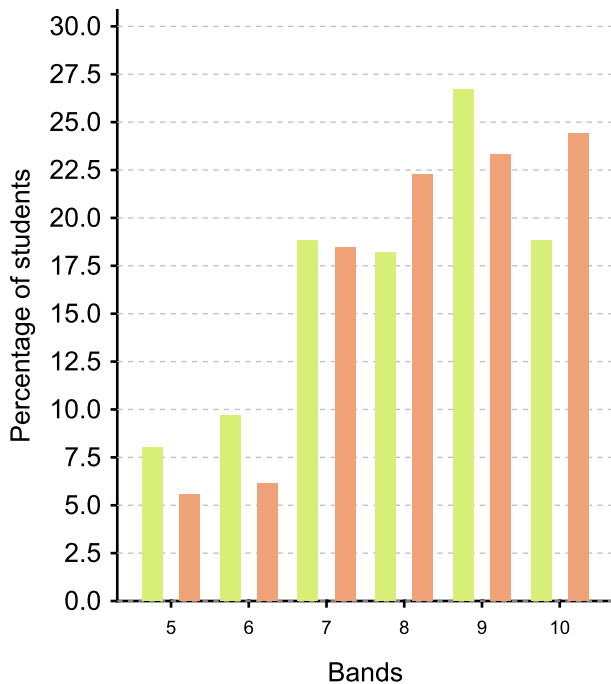
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2014-2016

#### **NAPLAN – Year 7 Numeracy**

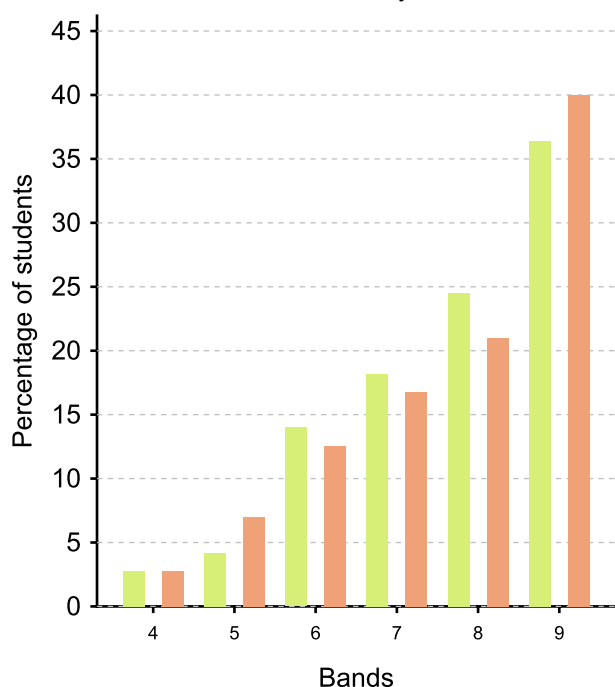
The excellent result the college has achieved in NAPLAN Numeracy tests over the last several years was repeated by the students in 2016. 36.4% of Year 7 students at the college achieved a Band 9 compared to 21.6% in the statistically similar school group and 13.7% in the state.

#### **NAPLAN – Year 9 Numeracy**

Excellent results were achieved by Year 9 in numeracy in 2016. The percentage of students who achieved a Band 10 was 27.2% and a Band 9 was 24.3%. These results were significantly higher than the state distribution of 11.5% in Band 10 and 15.4% in Band 9 and significantly higher than the distribution of students in the statistically similar group with 18% in Band 10 and 25.2% in Band 9.

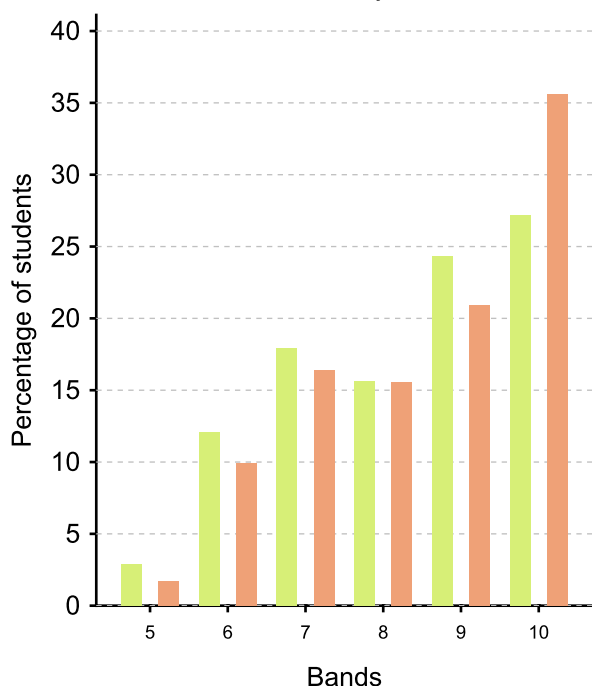


**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2014-2016

In 2016, in accordance with the *Premier's priorities: Improving education results*, schools are required to report on their student performance for the top two NAPLAN Bands in reading and numeracy.

The number of students in YR 7 at Ryde Secondary College achieving in the top two bands in Reading was 48% compared to 30% of students achieving at this level in the state. 61% of YR 7 students at the college achieved at proficiency compared to 31% of YR 7 students achieving at this level in the state.

In YR 9, 35% of students at Ryde Secondary College achieved in the top two bands compared to 25% of students in the state. 51% of students in YR 9 at Ryde Secondary College achieved at proficiency compared to 27% of students in the state for the numeracy component of NAPLAN.



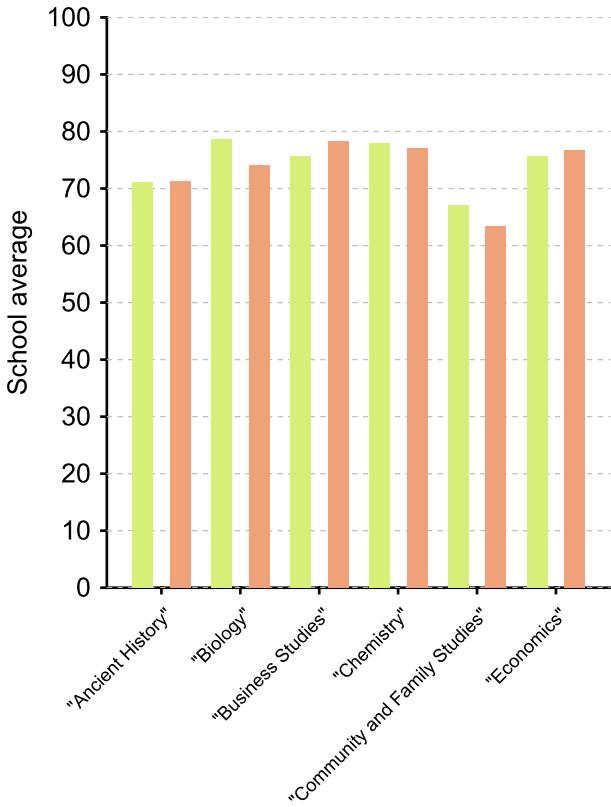
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link below.

<https://www.myschool.edu.au/SchoolProfile/Index/104703/RydeSecondaryCollege/41336/2016>

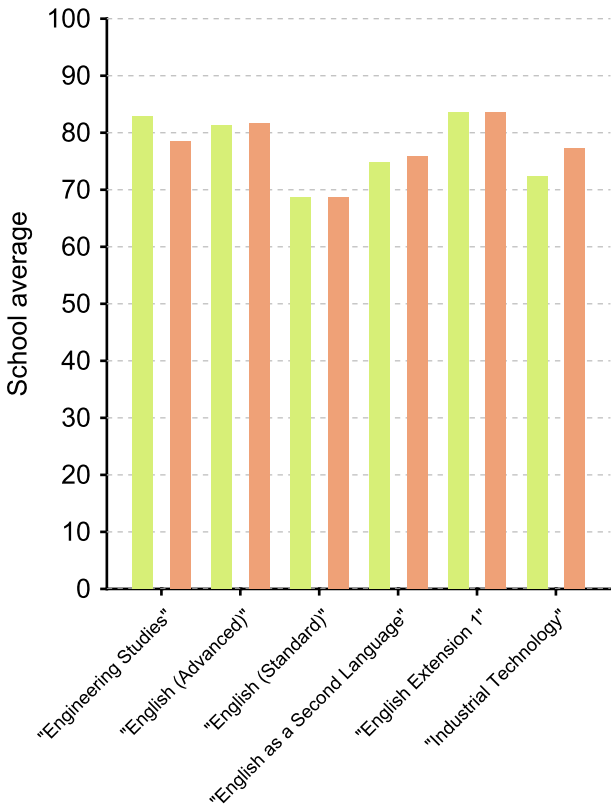


Higher School Certificate (HSC)

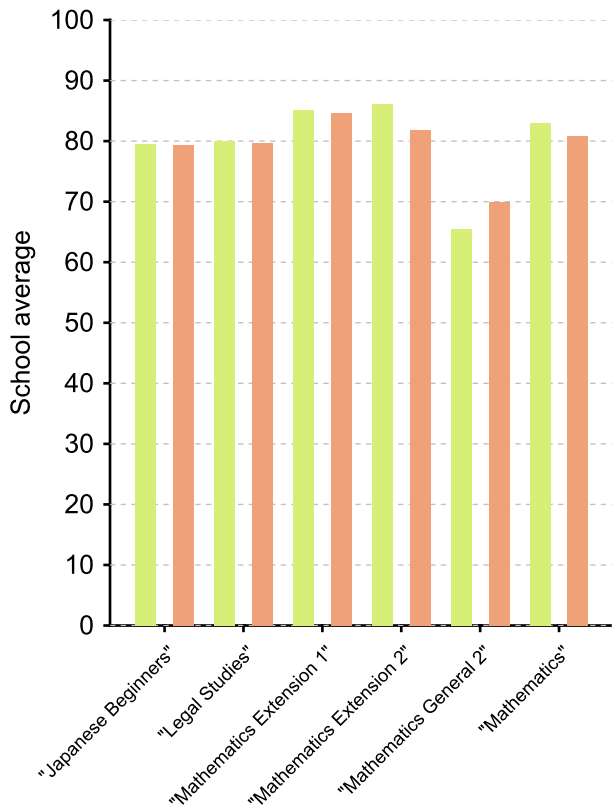
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



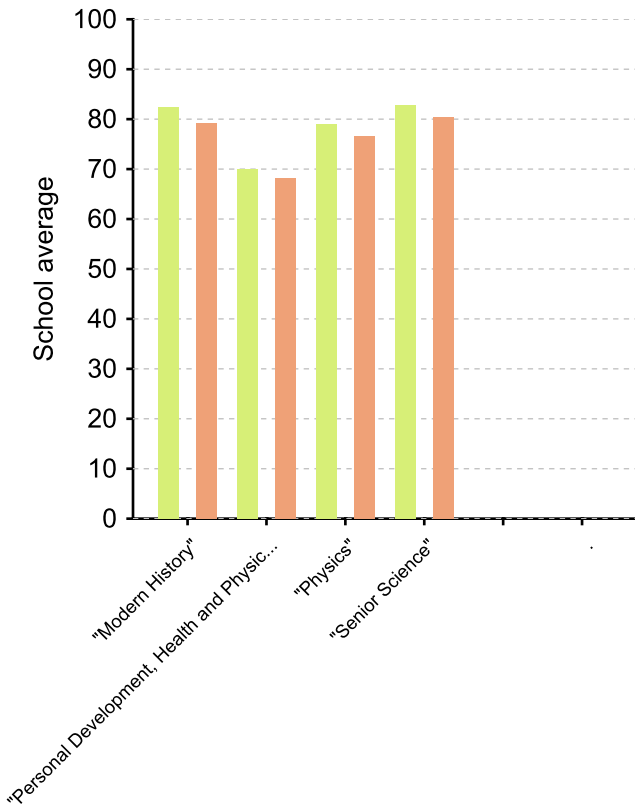
School 2016 School Average 2014-2016



School 2016 School Average 2014-2016



School 2016 School Average 2014-2016



School 2016 School Average 2014-2016

The 2016 cohort was the tenth Year 12 group to complete the HSC at Ryde Secondary College.

The results for Year 12 2016 were outstanding.

Year 12 achieved 123 top band results (90% or greater), with 58 students achieving at least one top band result.

The Dux of the College was Dennis Kim with an ATAR of 99.25.

Sam Wang achieved an ATAR of 98.9 and Justin Han achieved an ATAR of 98.45.

36% of students interviewed achieved an ATAR above 90, and 89% achieved an ATAR of 50 and above.

Two students achieved first in their course in the state; Kazuki Uchida for Indonesian Continuers and Karen Wu for Hospitality.

One student, Oscar MacDonald appeared on the prestigious All-round Achievers List for the 2016 Higher School Certificate. An 'All Rounder' is a Distinguished Achiever for courses totalling 10 or more units of study. This is an outstanding result for Oscar and the college.

### **Creative and Performing Arts**

#### **Visual Arts**

71% achieved a Band 4 or 5 result.

57% achieved Visual Arts as their highest or second highest result.

Visual Arts staff will continue to analyse data, map the curriculum to enhance course continuity in order to further improve further HSC results.

#### **Music**

##### **Music 1:**

100% achieved Band 5 or 6 with 29% of these students achieving a Band 6.

85% achieved Music 1 as their highest or second highest result with one student achieving a Band 5 for Music 1 and Band 2s for all his other subjects.

57% achieved Music 1 as their highest HSC result.

Ryde Secondary College Music 1 students produced very pleasing results, with a mean 6.18% higher than the state average.

##### **Music 2:**

67% achieved Band 5 in Music 2 with no student achieving below Band 4.

##### **Music Extension:**

100% achieved an E3 Band and presenting Music Extension Composition for the first time for a number of years.

All 2016 HSC Music students equally came from the mainstream, selective and GAT classes in their junior years.

### **English**

The school achieved very strong results in the three HSC History courses. In Ancient History, 40% of RSC candidates attained Band 5 or 6 level, a figure noticeably higher than the 30.8% of NSW candidates and 23.2% of government-school students. In Modern History, 19.2% of RSC candidates attained top Band 6 level, and a further 57.7.% reached Band 5. These exceptional results were far above the NSW figures of 9.5% and 31.6% and the government-school figures of 6.5% and 24.7%. The History Extension results were also excellent: 40% of candidates attained top Band E4 level, with a further 40% reaching Band E3.

### **Languages**

The 2016 HSC results for languages were outstanding. Congratulations to Kazuki Uchida for achieving first in the state in the HSC Indonesian Continuers course. This is an exceptional achievement.

100% of students achieved the top two bands for Indonesian Continuers. These outstanding results were 12.56% above the state average.

53.32% of students studying Japanese Beginners achieved results in the top two bands. These excellent results were 5.86% above the state average.

### **Mathematics**

The Mathematics faculty is very pleased with the outstanding results achieved by their Year 12 students in 2016. Over all courses Mathematics students achieved fifty one Band 6 and E4's.

In Mathematics Extension 2, 100% of students achieved a result in the top two bands and were awarded a 'Notional Band 6'. This was significantly above the percentage of students across the state who achieved a 'Notional Band 6'. The percentage of students who achieve an E4 increased from 10% in 2015 to 47% in 2016.

In Mathematics Extension 1, 90% of the cohort achieved in the top two bands compared with 79% across the state.

In 2 Unit Mathematics 36.36% of the cohort achieved a Band 6 compared with 23% across the state. 68% of the cohort achieved in the top two bands and 88% in the top three bands.

In Mathematics General 2 there was an increase in the number of students who achieved a Band 6 at RSC in 2016 with 5.88% achieving at this level compared with 5.31% in the state. Additionally 19.6% of students achieved results in the top two bands.

## **Personal Development Health and Physical Education (PD/H/PE)**

There was a marked improvement in the PD/H/PE results in 2016 at Ryde Secondary College. 28.5% of students achieved in the top two bands. The percentage of students achieving a band 6 was higher than that of the state, similar school groups and other partially selective high schools.

## **Community and Family Studies**

There was an improvement of 2.57 from 2015 to 2016 in the mean for student performance. For most of the students it was their best performing subject either overall or in the HSC Examination.

## **Science**

Science students at RSC achieved outstanding results in all science courses in 2016. Students studying science in 2016, achieved the highest value added results in the HSC compared to other subjects studied at RSC.

## **Biology**

65.7% of students achieved in the top two bands compared to which was double that of the state and significantly higher than similar school groups and other partially selective high schools.

## **Chemistry**

56.9% of students studying chemistry achieved in the top two bands compared to 41.3% of students in the state. These results were also significantly higher than the results in similar school groups and in other partially selective schools.

## **Physics**

Physics students at RSC achieved excellent results in the HSC in 2016. 54% of students achieved in the top two bands compared to 30% of students achieving at this level in the state. The results were significantly higher than that of similar school groups and that of other partially selective high schools.

## **Senior Science**

57.2% of students achieved results in the top two bands compared to 23.2% of students achieving at this level in the state and the percentage of students achieving at this level at RSC was significantly higher than the percentage of students in similar school groups and other partially selective high schools.

## **Social Sciences**

The Social Sciences faculty is very proud of the excellent results achieved in the 2016 HSC.

40.62% of students studying Business Studies achieved results in the top two bands. The percentage of students at Ryde Secondary College who achieved

results in the top two bands was 1.01% higher than the percentage of students in these two bands across the state.

45.2% of students studying Economics achieved results in the top two bands.

60% of students studying Geography achieved results in the top two bands. This figure was 7.31% higher than the percentage of students in these bands across the state.

58.33% of students studying Legal Studies achieved a Band 5. The percentage of the students at Ryde Secondary College who achieved results in the top two bands was 4.42% higher than the percentage of students in these two bands.

## **Technology and Applied Studies (TAS)**

Students across various Technology & Applied Studies courses achieved pleasing results in the Higher School Certificate.

73.33% of students achieved results in the top two bands in Engineering Studies. The result at Ryde Secondary College was 7.02 % above the State average.

40 % students achieved a Band 5 result in Textiles & Design.

27.27% of HSC students achieved results in Band 5 in Industrial Technology–Graphics

Karen Wu achieved first in Course for Hospitality (Kitchen Operations and Cookery) examination.

12.5% of students achieved results in the top two bands in Hospitality. 50% of students achieved results in Band 5 in Construction (VET).

## **ROSA**

Of the 179 students who were enrolled in Year 10 in 2016, all 179 received a Record of School Achievement. In English, 52% of students achieved an A or B grade; in Mathematics, 21% achieved an A grade while 45% achieved an A or B grade; in Science, 19% achieved an A grade while 55% achieved an A or B grade; in History, 32% achieved an A or B grade and in Geography, 25% achieved an A grade while 67% achieved an A or B grade; in PDHPE, 45% achieved a grade A or B grade.

## **Parent/caregiver, student, teacher satisfaction**

A range of strategies are regularly used to evaluate parent/caregiver, student, and teacher satisfaction.

One faculty and at least one whole school management

area is evaluated annually.

The College also undertakes the annual **Tell Them From Me** survey of parents, students and teachers.

**The Tell Them From Me Surveys 2016** surveyed staff, student and parent views about programs and practices at Ryde Secondary College.

The **staff survey** revealed excellent results in most areas with a significant improvement in educational leadership. A strong learning culture is evident, with teachers using data and collaborative approaches to professional learning to maintain a positive learning culture and improve student outcomes.

At Ryde Secondary College, 784 students completed the **student survey** which included ten measures of student engagement alongside the five drivers of student outcomes. Four school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate and teacher expectations for success. Student feedback indicated Ryde Secondary College performs above NSW Government norms in all domains. Student feedback also indicated that in the areas of Social, Institutional and Intellectual Engagement, RSC students sit above NSW Government norms. An area identified as requiring further attention is in the extent of student engagement among students with a low socioeconomic status (SES), who report a lower sense of belonging, interest and motivation than those in the middle or high SES groups.

A **parent survey** was completed by only 34 parents, a small sample from a school with 1040 students. This is likely to reflect the language background of many parents which is non English speaking. Most parents indicated they feel welcome when they visit the school, can speak easily with teachers, appreciate the written information from the school and the scheduling of activities at the college to suit parents. Parent perceptions around their level of knowledge about their students varied greatly, and most indicated they were not involved in school committees. The involvement of parents supporting learning at home was below the state norm and responses varied widely. An equal number of parents wanted more time devoted to homework, compared to those who wanted less. The school was seen to be supporting the learning of most students well in a number of areas, with high scores for teachers expecting homework to be done on time and expectations that students work hard. The College scored well for supporting positive behaviour and safety at school.

Formal interviews, informal meetings, school reports, emails and telephone contacts were rated as useful or very useful to parents as partners in learning, with 77% of parents satisfied with high school communication and a significant majority believing the College had a good reputation in the local community.

## **PDHPE Faculty Review**

The **PDHPE Faculty** was reviewed by a team of four staff. This review involved interviews with staff, parents and students, observation of teaching practices, and documentation of faculty resources.

The PDHPE faculty at Ryde Secondary College offers these subjects: Personal Development, Health and Physical Education (PDHPE), Physical Activity & Sports Studies (PASS), Sports Lifestyle and Recreation, Sports Coaching and Community and Family Studies (CAFS).

The Head Teacher is also responsible at Ryde Secondary College for School Sport 7–12 and the Student Representative Council. This area of responsibility has not been included in this review.

## **Findings**

### **Identified strengths and areas of high performance in the PDHPE Faculty**

The PDHPE faculty is highly regarded throughout the College for its engaging subjects, broad ranging sport program and commitment to whole school programs.

Strong and committed leadership drives positive change in pedagogy through shared professional learning, application of research and practice. Junior programs show evidence of increasing collaboration and differentiation, HOTS and Visible Thinking Routines, indicating positive impacts of recent professional learning. An evaluative mindset is developing, evident in use of learning logs by some staff.

A high level of teacher collaboration, collegial support and teacher involvement in professional learning related to teaching and learning and literacy is impacting positively on faculty programs, pedagogy, classroom practice and student learning. Staff are committed to continuous improvement in practice, to learn from each other and share resources.

A high level of student engagement in learning is evident. Students enjoy learning the content and skills of the subjects which are seen as relevant, practical and useful for life.

The whole faculty demonstrates a commitment to improving literacy, evident in the consistent application of ALARM and PEEL, learning logs and ESL support.

There is a high level of teacher involvement in whole school programs especially student wellbeing, with three year advisors and the coordinator of the Student Representative Council in this faculty. Staff are also well represented on whole school teams including Literacy and Welfare Teams.

There is a high level of sporting expertise with four convenors of state sport competitions in the faculty. The strong coaching expertise is a key factor in student engagement and the high levels of participation in extracurricular sporting activities, particularly volleyball, basketball, netball, AFL and fitness activities.

Extracurricular sporting activities before and after school, are very popular engaging large numbers of students.

### Areas for further development

Faculty subject identity – there is insufficient awareness of the nature and depth of subjects in the faculty.

HSC performance. Ongoing underperformance in the top two bands relative to other faculties is occurring due to:

- Disruption of highly popular knockout sport and coaching/convening obligations affecting learning of senior classes.
- Student/parent perceptions of HSC subjects in faculty as easy/non academic courses. This impacts on the numbers of GAT and selective students selecting the courses.

Senior programs need to be upgraded to build on the engagement, challenge and higher order thinking skills evident in the programs for stage 4 and 5.

More gym facilities and upgraded oval facilities are needed. Pressure of exams in the MPC restricts use of the MPC at times. Wear and tear on fitness facilities necessitates regular upgrades to technology and equipment. The PE change rooms and toilets need to be upgraded.

Parents would like more information on what is being taught in the faculty's subjects from years 7–12.

### Recommendations

- The faculty identity should be further promoted to students and parents through a variety of communication methods, so the subjects offered and activities of the faculty are better understood. Parent engagement can be enhanced through more contact with parents when issues arise and more information should be placed on the parent portal.
- The current focus of professional learning for quality teaching and differentiation should continue.
- Program development needs to continue in Stage 6 and should incorporate more rigour and challenge, building on the quality of junior programs. Learning logs should continue to be used to provide feedback to teachers, particularly in HSC classes to foster teacher awareness of student learning outcomes.
- HSC performance needs to be enhanced by gaining access to the expertise of HSC markers, or access to HSC marking for staff. The focus on successful literacy strategies should continue, as they underpin HSC achievement.
- Teachers allocated to HSC classes should not plan to participate in knockout competitions and limit zone convenor activities and additional staff in other faculties used as coaches for knockout teams.
- The outstanding success of extracurricular activities and participation in national and international competitions should be maintained.

- Support should be obtained wherever possible for new facilities, equipment and technology including continued parent developed grant applications and other funding sources.

### Assessment for Learning Review

In 2016 RSC undertook a major review in assessment. The teaching executive decided on the following guiding question:

#### To what extent does assessment at RSC:

- provide all students with the opportunity to demonstrate ongoing achievement;
- enable teachers and students to have an active role in learning and teaching;
- and constitute an ongoing process that allows parents, students and teachers to use assessment and achievement as an integral part of the learning and teaching process?

Research was undertaken using the Department's Schools Excellence Framework, AITSL Teaching Standards, the Quality Teaching Framework, the NSW Board of Studies definitions of assessment "*of, for and as*" learning, as well as the work of Hattie: *Visible Learning for teachers* and Robinson, Hohepa and Lloyd *"School Leadership and Student Outcomes: Identifying what works best and why"* to establish the scope and sequence of the review and help establish the future directions of the review's findings.

Towards the end of 2016 executive teachers, faculties, all staff as individuals and 400 students across years 7–12 were presented with a range of statements relating to curriculum and learning, assessment and reporting, effective classroom practice, data skills and use and collaborative teacher practice.

Initial findings of the review were as follows:

- Learning intentions cater for differentiated levels of engagement and attainment, allowing for student-based direction
- Teaching programs acknowledge content, process and skill achievement levels and thus focus on learning
- Teachers and students have a good understanding of the formative nature of assessment and use assessment data from a variety of forms to inform teaching and learning
- Students and teachers are aware of the value of self and peer assessment. Opportunities are given to students across all stages to self and peer assess in lesson sequences
- Student performance data and other student feedback is regularly used to evaluate the effectiveness of teaching and learning practices
- Teachers regularly seek to involve students in reflecting on their learning. This reflection influences the direction of the next lesson(s)/activity(ies)

The following areas were identified for future directions within the college and will influence the strategic milestones of 2017:

- Increased use of problematic knowledge, meta–

cognitive reflection and higher-order thinking in class activities with distinct links to learning intentions

- Use of data to analyse the depth of achievement within the members of a particular class and to experiment with groups of like and mixed ability to determine the effect on outcomes.



## Policy requirements

### Aboriginal education

In 2016 funds were allocated to:

- promote student participation in regional and AECG initiatives to foster the quality of learning for Aboriginal students at Ryde Secondary College
- provide time and opportunities for students from Ryde Secondary College to learn about Aboriginal culture and traditions during a visit to Bourke High School in our joint high school Saltbush program.

Committee meetings were held to create a supportive environment and outline support available to our Aboriginal students.

A successful nomination was achieved for Young Aboriginal Citizen of the Year and a successful application made for a talented musician to attend a summer school program at the Conservatorium of Music.

Regular attendance at AECG meetings was undertaken by the Aboriginal Education Coordinator and Principal in order to ensure opportunities were understood and shared with students.

College programs and activities incorporate indigenous resources and case studies where practical and relevant.



### Multicultural and anti-racism education

Ryde Secondary College fosters an inclusive culture through providing a wide ranging curriculum, including languages, the popular International Studies in Stage 5, Studies of Religion and Society and Culture in Stage 5.

Multicultural perspectives are incorporated in faculty teaching programs, case studies and resources and in whole school social justice programs such as the High Resolves Program.

Anti racism education is also an integral component of the RSC Student Wellbeing Program and college policies.

In 2016 a comprehensive tour program was developed by Ryde Secondary College for Indonesian students and teachers visiting Australia. A five week program involving three excursions per week to 16 sites included students from Ryde Secondary College studying Indonesian. Strong partnerships were formed between RSC and Indonesian schools and students. Language skills improved and our students learned about Indonesia's culture, developing an appreciation of the people, and the similarities and differences in culture.

Ryde Secondary College also reciprocated by ensuring our Indonesian visitors had a full, engaging and creative itinerary which allowed them to experience Australian culture and learn with our students.

### Other school programs

#### Student Wellbeing

##### Wellbeing Focus Events

The 2016 *RSC Student Wellbeing Program* included the delivery of 24 workshops, seminars and events to students at the college. These addressed identified areas of need within the year cohorts with the program addressing themes of identity, citizenship, relationships, e-safety, anti-bullying, resilience, risk, stress



management and mental health.

Our Year 7 students attended 2 hour workshops on *Collective Identity, Independent Thinking* and *Digital Citizenship* while our year 8 students attended workshops on *Social Justice, Integrative Thinking* and *Personal Impact*. These workshops motivated students to view themselves as purposeful global citizens and to acquire the mindsets and skills they will need to be valuable contributors and future leaders in their communities.

Our year 9 students attended a MindMatters seminar presented by BATYR, an organisation that recruits young people (under 24 yrs old) who have experienced mental health difficulties and accessed support to help them overcome their challenges. The young presenters shared their own personal stories and covered what is mental health, managing stress, recognising when you or a peer may need help and encouraged students to access support networks within the college and the community. Students also attended a *Youth and The Law* workshop presented by Legal Aid. Students were guided through a youth crime scenario and were given the opportunity to consider how certain decisions may lead to detrimental consequences. Year 9 female students attended various workshops as part of the *Empower* program. These focused on respectful relationships, healthy lifestyle choices, goal-setting and modeling of women's achievements.

Our year 10 students attended seminars on *Adolescent Risks and Safety* presented by Brent Sanders, an author and experienced ex-police detective. Male and female students attended different seminars based on their gender specific requirements. The seminar covered topics including risk taking behaviour, aggression vs assertion, motivation, making choices, drink driving preventative strategies and sexual boundaries.

Our students in years 9, 10 and 11 attended Cyber-Safety workshops provided by Legal Aid. Students were provided with information regarding what constitutes breaches of Cyber Law and strategies to stay safe online. There was an opportunity for questions to be answered by a solicitor who works in the juvenile justice system, as well as the provision of information about support services.

Our year 11 and 12 students each attended *Wellbeing Days* that included presentations by Black Dog Institute on managing stress, as well as Party-Safe and Mindfulness sessions run by PDHPE staff and the MindMatters team.

## Camps

In 2016, Years 7, 9 and 11 all attended 3 day camps that provided the opportunity to experience activities such as canoeing, raft-building, high ropes, abseiling, flying fox, games nights and staff versus student challenges.

Year 7 went to *The Great Aussie Bush Camp* at Tea Gardens. The camp allowed new students to interact

with each other and build positive relationships through team activities co-facilitated by our Year 10 peer support leaders. This was complemented by the peer support activities back at the college throughout the remainder of term 1.

Year 9 went to *The Great Aussie Bush Camp* at Kincumber. It was pleasing to see students supporting each other to step outside of their comfort zones and try new things. Many of the activities required the students to work together in teams where they needed to use effective communication and collaboration skills. This allowed students to take on leadership roles and understand the importance of engaging and working with others.

Year 11 went to *Active Education* at Forster. During the camp they completed the 'Crossroads' program with sessions focused on drug education, health and relationships. Students were able to engage in many team building activities that provided opportunities to forge stronger bonds and greater collective confidence going into their senior years.

At all camps our students received praise from both camp staff and teachers with regards to their behaviour, peer encouragement and their ability to challenge themselves, provide encouragement to each other and work cooperatively to achieve shared goals.

## 2016 High Resolves Global Leadership Program

Our Year 9 and Year 10 students were provided an opportunity to apply for the Global Leadership program as an extracurricular activity. In 2016, 78 year 9 and 10 students from both selective and mainstream participated. The program enabled students to develop a range of social and leadership skills that will equip them to better manage themselves and lead other people. They were mentored through this process by a High Resolves facilitator, college staff and business executives from Deloitte and Brambles corporations. Some of the core skills developed from this program included:

- identifying social justice issues that are important to their communities
- Conflict resolution and negotiation – how to handle difficult situations
- Collective action – how to influence groups of people
- Project management – how to effectively and efficiently drive positive change
- Public speaking – how to present to groups of people
- Team dynamics – how to work effectively in a team.

The Year 9 and 10 teams delivered action projects that involved students planning, organising and running events to engage, inform and inspire action about the social issues of homelessness and social stereotyping.

The Annual Summit was held at the University of Technology, Sydney where our year 9 and 10 leaders networked with leaders from other schools, engaged in workshops and gained insights from social entrepreneurs and CEOs of NGOs. Our leaders also

shared with others their experiences and the outcomes of their action projects.

## Targeted Programs

Students identified as requiring additional pastoral support are referred to targeted programs by year advisors. Students may be referred for a variety of individual reasons associated with difficulties accessing or engaging in the college's social and academic curriculum.

In 2016 target programs included:

- Special Transition program – for students entering year 7. In 2015, 25 students from various schools attended workshops during Term 4
- SEED (Support Engage Enhance Develop) teacher mentor program – linking individual students with teacher in a mentoring role
- Bounce Back program – mentoring, transition planning, social and employability skills for students in years 9 and 10
- Transition program – additional support in school to work planning for year 9 to 12 students.

## MindMatters Framework

*MindMatters* is a joint nation-wide initiative from Beyond Blue and the Principals Australia Institute. The aim of the organisation is to provide a framework for schools to promote mental health and wellbeing within their communities. The college formed a school action team in 2014 and conducted an audit of the school needs before developing a plan to train staff and engage students and parents. In 2016, the second phase of a three year plan was put into place by the MindMatters team. This included the delivery of professional learning workshops to staff on the topics of Adolescent Development, Suicide Prevention, Cyber-Bullying, Self-Injury and Staff Wellbeing. Student Representative Council members were also involved in running events to promote MindMatters initiatives including inclusive lunch time sporting challenges across year cohorts, *R U Ok?* and *White Ribbon Foundation* awareness events.

## Support Unit

The Support Unit provides a stimulating, challenging and nurturing environment for students with mild and moderated intellectual ability. There are 3 classes and each has a specialist teacher and permanent SLSO. It is place to create opportunities, offer possibilities and engage in meaningful, authentic learning.

Each student has an Individual Learning Plan developed at the beginning of each year to set goals and objectives for the year to come and to act as a construct for students, teachers, parents, specialist consultants and other stakeholders. Students in senior years prepare for their post school lives with Individual Transition Plans, which allows a network of agencies and community groups to galvanise relationships

making this transition positive and empowering.

Programs in the classroom are dictated by the NESA Life Skills outcomes and the needs of each learning plan of each student. Students are measured against these outcomes, not each other, so that the capacity and potential of each student is respected.

Building positive relationships, self-esteem and independence are integral to the development of each student. Group and team activities are promoted and the integration of students in whole school activities is a valued aspect of life at the college. Specialist teachers in Music, Visual Arts, Food Technology, Industrial Technology and PDHPE conduct classes for all support classes and students can be integrated in mainstream classes according to their interests and ability.

Students in the Support Unit participate in a range of activities across the college including sports and swimming carnivals, camps, assemblies and peer support. Independently, the Support Unit hosts the most anticipated Day of Disability each December showcasing art, performance and celebrating key milestones and successes.

Students follow a pattern of study across all Key Learning Areas. The emphasis is on functional literacy, numeracy while building their independence, confidence and ties with the college community. Support Unit programs also provide students with strategies and skills to support their emotional wellbeing, develop their social skills and manage their behaviour and responses. The aim of all the staff is to prepare students for life beyond school: that they become valuable and valued members of the broader community.

An integral part of the Support Unit program is work experience. The strong community ties developed and consolidated is testimony to the dedication of the staff and the commitment of parent caregivers and students. Programs such as Work Education, Work and the Community and the in house Marketing and Retail project, offer opportunities for students to gain experience in work related fields in authentic settings, increasing their options post school. Students are encouraged to explore working and training with the support of SLSOs and workplace mentors. They receive constructive feedback based on outcomes including appearance, punctuality, initiative, persistence and communication.

Community Access is a vital program encouraging links with the local community and broadening students' understanding of the goods and services available to them. Students practice literacy and numeracy, map reading, communication, interpersonal skills as well as using different forms of transport and safe travel skills. Senior students further enhance these skills by increasing their work placement preferences and attending TAFE. Combined, these activities help develop independent young people who are prepared socially, emotionally and academically for their life after leaving Ryde Secondary College.

## **World Water Day with Year 8 Geography**

This whole day cross faculty immersion program offered year 8 students the opportunity to engage meaningfully with the concepts and challenges inherent in water conservation. The detailed program involved engaging with external providers and teachers from different subject areas to learn about the implications of geographical issues such as water shortage, sustainability and equality.

The Social Science faculty worked with Ms Judith Charnaud, the East Timor Program Manager of Oz Green. Ms Charnaud ran several talks with our students providing them with an understanding of how clean water has transformed lives in East Timor. In addition, a guest speaker from Ocean Youth –Sydney Aquarium talked to students about how young people get engaged with ocean conservation issues. A guest speaker from NSW Department of Environment and Heritage (NSW DEH) presented on the roles and responsibilities of a marine scientist. Through a "show and tell" presentation, students had the opportunity to climb the fieldwork boat provided by NSW DEH and learn about how major waterways in NSW are monitored and protected.

The Social Science faculty offered a range of interactive workshops that included water testing. NGOs such as Thank You Water provided the opportunity for students to create their own water filtration model. The Science faculty ran a problem based learning activity about the movement and transformation of water where students applied their knowledge practically. The Year 8 Advisor ran an empathy task which had students working collaboratively to establish systems and processes to efficiently transport water.

Fundraising for Oz Green was undertaken by the SRC Environmental and Social Justice teams who ran a teacher dunking activity. Over three hundred dollars was raised. This money goes to communities in East Timor to make water filtration systems that would improve water quality.

## **UBS**

Congratulations to Lea Osmanagic who successfully entered the UBS Women program and had the opportunity to spend one week in the University of Sydney participating in the leadership workshop with other successful like minded future female leaders.

## **Technology & Applied Studies (TAS)**

### **Vocational Education Programs**

At Ryde Secondary College we offer VET Construction Pathways and Hospitality–Kitchen Operation. A significant component of this course is the compulsory work placement program where students are provided with the opportunity to work in various restaurants, cafes and construction businesses. Several students

were offered part time and full time jobs at the end of their work experience. This was due to their professional standard and highly competent industry skills. In 2016, Hospitality students catered for numerous school events, including Presentation Night, swimming and athletics carnival. In addition, Hospitality students mentored Primary school students during the Budding Chef workshops.

Students in Technology & Applied Studies have been actively involved in various events and exhibitions throughout the year. Students showcased outstanding skills at events including The Annual Fashion Show, Fashion Workshops, The Budding Chef program. The faculty is very proud of their high level of participation and excellent achievements.

### **Annual Fashion Show**

This is a highly successful iconic annual event. Approximately 1000 community members attended the event in 2016.

A diverse range of textiles items were exhibited across years 8–12.

50 students from 8 local primary schools also participated in the event.

Industry partners supported the event through the judging panel and sponsorship of the show.

### **Primary Fashion workshops**

This activity proved highly popular in 2016 with 50 students from 8 local primary schools registered. The catwalk segment of the show was a highlight with parents from local primary schools attending. Year 11 Textiles and Design students mentored the primary students from years 4 and 5 during each of the after–school workshops.

### **The Budding Chef Program**

This program proved highly popular in 2016 with 2 full classes (48 students) for the workshops and interest exceeding spaces available for the program. 7 schools participated in the program with 36 girls and 12 boys attending.

## **Creative and Performing Arts (CAPA)**

### **Drama – Stages 5 and 6**

Curricular drama is delivered as an elective subject in Stage 5 and 6. Student numbers are high in Stage 5 and are steadily increasing due to emphasis on co–curricular drama programs. In 2016 there was one Stage 6 drama class.

In Stage 5 students are introduced to a range of dramatic forms and performance styles including Political Theatre, Commedia dell'Arte, Physical Theatre and Realism. Students explore these forms through

practical workshops and through their study of contemporary and traditional scripts. Playbuilding is a compulsory component of both the Stage 5 and 6 drama courses. This involves students using improvisation techniques to devise their own performance.

Students have numerous opportunities to perform in class, utilising the school's purpose-built performance space and lights in the HMS. In addition, all drama students performed at the annual Drama Showcase Night. This is invaluable experience for students as they have an opportunity to showcase their dramatic skills in front of a live audience.

To supplement the work being done in drama a number of excursions were organised. Year 9 saw a production of *Much Dell'Arte About Nothing* at the Lend Lease Darling Quarter Theatre. This production blended Shakespeare and Commedia dell'Arte which gave students a professional example of two forms they have experienced in class. Year 10 and 11 visited Riverside Theatre to watch a production of the class Australian play, *Away*. Year 11 also watched *Onstage*, a showcase of the top 2015 HSC performances. Back at school, Year 9 were involved in a Physical Theatre workshop run by Swoop Physical Theatre.

Talented Stage 5 drama students and teachers are invited to attend the Arts Alive Drama Camp run by the Department of Education Arts Unit. One of our Stage 5 drama teachers and five Stage 5 students were selected to attend this camp. After leading workshops during this camp, Jenny Blow was invited to assist with the Arts Alive Drama Festival also run by the Department of Education Arts Unit. This was invaluable professional development for RSC staff.

One Stage 6 student, Rachael Adamson, was selected from students across NSW to attend the NSW State Drama Camp. At this camp she was part of a group of students who were selected to perform at the State Drama Festival.

Danielle Hunt, our Stage 6 drama teacher, was involved in establishing a collegial network of drama teachers in Northern Sydney Schools. She attended a meeting with other teachers and is mentoring new drama teachers in the area and at RSC.

Throughout 2016, drama teachers have worked closely with the English faculty to ensure students are exposed to dramatic forms and texts through the Stage 4 English syllabus. This has been vital in increasing student numbers in drama and something we plan on building on in 2017.

### **Drama Club 2016**

2016 saw an increase in Drama Club members and, as usual, included many activities, workshops and performances.

Each Wednesday after school, the club meets and takes part in activities that, as well as being enjoyable, develop performance and directing skills, promote

creativity and team work. This year we had guest tutors, including voice and accent coach, Nick Curnow, Swoop Physical Theatre, and Matriark Theatre who taught students about Commedia dell'Arte. Drama Club members attended the State festival which featured great performances from across the state.

Several Year 9 and 10 students attended the Arts Alive Drama Camp early in the year, together with drama students from schools all over Greater Sydney. RSC teachers Jenny Blow and Michele Conyngham were among the workshop leaders at the camp, along with other professional theatre practitioners. Students devised their own short plays, which were performed to an appreciative audience of parents and friends. It was educational and fun, with firm friendships made with like-minded people.

Our major production, *The Train Station at the End of the Universe*, written by Michele Conyngham and directed by Patrick Davies, involved all members of Drama Club, on stage and behind the scenes. The play was the opening event of *rsc creative* and played for three nights to full houses. The applause and numerous compliments for the young cast and crew were highly deserved.

The end of the year saw a new initiative in the form of a short play writing competition open to all students at Ryde Secondary College. The chosen plays will be performed by the Drama Club in 2017.

### **Curricular Music**

During 2016, with increased Music class numbers and improved technology to support the curricular program, our Music students studied the curriculum with added experiences with professional musicians, including: Composer in Residence for Stage 5 instrumental composition, song writing in Year 10, professional feedback for pianists during our Piano Recitals. A professional musician parent also very generously gave his time to perform with our Stage 4 Massed Choir giving our young musicians such a thrill to perform alongside the experts.

A small group of male music students from our college participated in a NSW three day "Boys Vocal Program" workshop. They rehearsed a wide range a repertoire with other male student vocalists from NSW schools and finished the experience recording their works in a professional studio.

Mainstream students also worked with students in the Support Unit to perform a guitar work.

The 2016 Trial Music Practical exams were presented as an evening concert. With the class Music teachers and visiting examiners the students performed their best and showcased their music talent through a variety of performances in Music 1 and Music 2 and also in Music Extension composition. The music students' parents and friends attended this exam "concert" witnessing the students' improvement as a performer. A few Year 11 and 9 Music students performed in the ensembles for some of these performances gaining a

wonderful insight into the HSC exam process.

Music experiences are undertaken to expose our students, in the Support Unit, mainstream, GAT and selective stream, to the music world outside the classroom. To encourage the performing experience our students performed at the local retirement village, performed for the community at a function in the local community library and attended music excursions to hear the professionals perform. Some Stage 4 students participated in the state Music Camp at Stanwell Tops, Wollongong rehearsing and performing repertoire with expert musicians and like-minded music students.

### Co-Curricular Music

During 2016 the music scene expanded. Membership numbers have grown in our five ensembles – Concert Band, Jazz Band, String Ensemble, Choir and Acapella. Our community participation numbers have dramatically increased at our concerts including the newly established Season Concerts.

Throughout the year our ensemble members have worked with professionals who joined students in performances in concerts eg Music Opening Night for *rsc creative* Arts Festival.

All our ensembles participated in the Ryde Eisteddfod and the Jazz Band performed at the annual Eastwood Heights Public School Fete giving our musicians great exposure in the local community. Our college is now well used to bringing home trophies from the Eisteddfod but all the time gaining insight into how to keep improving in ensemble performing – teamwork! They represented our College with pride and succeeded in bringing home the following in the 2016 Ryde Eisteddfod:

Concert Band	First Place
RSC Vocal Trio	First Place
String Ensemble	Second Place
Jazz Band	Highly Commended
Vocal Society (Choir)	Participation
RSC Singers	ThirdPlace
RSC Vocal Trio	First Place

All RSC's music ensembles performed at the RSC Annual Fashion Show with the "Spanish" theme and were joined by music students from our feeder Primary schools. 2016 also saw the introduction of our Ryde Voice workshops generating a great interest and enjoyment in singing.

Special thanks must go to our music students for their dedication and effort in allowing our ensembles to display continual improvement and to our Music Directors: Mr Mike Kenny, Ms Lucy East, Ms Kinley, Mr Dan May.

### Visual Arts

Students art works were displayed throughout the year in the college and in the wider community. In classroom, corridors, College Foyer, Library and Café Malvina within the college. In the community Art works were delivered to a local Retirement Village at Hunters Hill so they could display students works in the "art corridor" to enrich the lives of the older members of our community through viewing the digital photography works of the youth of today. Other art works were also on display at a local shopping complex.

Visual Art students attended excursions/incursions to:

- the Grayson Perry exhibition. This artist's highly decorated pots in particular reveal a display of imagery ranging from the highly personal to the political, their subjects including his own family, the art world, Biblical stories, the royal family, and images of warfare and fantasy which was a wonderful exposure to the world of art for our students.
- a presentation with artist Linda Adair
- Aztec-inspired ceramic planters through workshops for our students
- Painting workshops with Haley Zheng, tutor.

### Music and the Annual Fashion Show

Students in Concert Band, Jazz Band, String Ensemble, Choir and Acapella performed in the 2016 Annual Fashion Show working closely with the TAS faculty to support their textile creations. This cross faculty partnership allows many students to enjoy the co-curricular aspect of the college life and to work with students across year groups. We were delighted to offer positions in our ensembles to our feeder primary school students creating links with Stage 3 in the area of the performing arts.

### *rsc creative* ARTS FESTIVAL

2016 Arts Festival (*rsc creative*) was planned around the theme "un poco loco" (a little crazy). The Arts Festival presented Music, Art and Drama over a couple of weeks in August. Ryde Secondary College students and community embraced this event in participating in preparing, attending workshops, exhibiting, performing and participating in all areas of this festival. The success of the Festival was evident in the excitement the Festival left in the college and college community for a long time after the event.

### Art Exhibition in the Arts Festival

The professional artist, Alex Stevenson, worked with RSC Visual Arts students through a VIVID style Video of light projections. She worked with the students to produce video footage, edit and exhibit the final product on the Opening Night of the Arts Festival.

Visual Design students ran creative activities through the 3 days of the exhibition for all college students. This generated much excitement as students reported:

"It was another successful year of *rsc creative* from the Creative and Performing Arts (CAPA) faculty. Many

creative and magnificent artworks were displayed from RSC students. Students produced a variety of artworks inspired from everyday life such as issues around the world and the environment. Artworks such as plates, photos, paintings and even 3D printing attracted residents from our Ryde community. This brought on the community spirit of Ryde and helped us build more improved relationships with those around us".

### **Music Night – Opening Night of the Arts Festival**

*'The best one yet!';*

*'I'm excited for next years!'*

The above comments were made about *rsc creative* by many students, staff and parents who attended the wonderful opening night. The concert opened with Krikor's dynamic and vibrant fanfare on his Arabic drum followed by an evening full of amazing performances from vocal ensembles, the Stage 4 massed choir. String Ensemble, Concert Band, Jazz Band, Year 10 ensemble and many other groups and solo performances.

The highlight of the night was our special guest – Bukhu from Mongolia, with his amazing throat singing and horse fiddle performances. He had the whole hall singing with him providing an experience that everyone will remember forever. Finally, the bustling night was wrapped up by the Concert Band's energetic Spanish piece "*Espana Cani*".

There was also the art exhibition and food truck which also kept the night's program busy and exciting for all our performers, staff and visitors. Well done to all staff and students for their efforts and time. Thank you to everyone who supported the annual *rsc creative*.

This Music Night in the Arts Festival saw increased numbers in student involvement and audience attendees. The wider school community enjoyed the Arts Festival including the student Piano Recitals that were performed throughout the middle of the day in amongst the art works.

### **Drama in the Arts Festival**

The Drama production, *The Train Station at the End of the Universe*, written by Michele Conyngham and directed by Patrick Davies, involved all members of Drama Club, on stage and behind the scenes. This play was the opening event of *rsc creative* ARTS FESTIVAL and played for three nights to full houses. The applause and numerous compliments for the young cast and crew were highly deserved.

### **Debating and Public Speaking**

The school enjoyed a high level of interest in Debating in 2016. Teams from Years 8, 9, 10, 11 and 12 competed in the Premier's Debating Challenge and all teams had a mixture of victories and defeats. One of the Year 9 teams won their zone competition and went

on to contest the semi-finals in the region. Topics for the debates were varied and engaged students in thinking critically about important social and ethical issues such as the role of today's media and of education in the twenty-first century.

Students at Ryde Secondary College also showed significant interest in public speaking in 2016, entering both the Plain English Speaking Competition for Years 10 to 12, and the Legacy Junior Public Speaking Competition for Years 7 to 9. There was significant competition for selection to represent the school at these popular events, reflecting the keenness and aptitude of students at the college.

### **Personal Development Health and Physical Education (PD/H/PE) and Sport**

Personal Development Health and Physical Education (PD/H/PE) is an integral component of a student's education at Ryde Secondary College. 2016 was once again a great year of sport at Ryde Secondary College. Buffalo was the dominating house once again winning the Swimming, Cross Country and Athletics Carnival. Thank you to our House Captains and House Patrons, whose enthusiasm makes it worthwhile for all students to become involved.

At the Northern Suburbs Zone Swimming carnival, Ryde Secondary College had the largest number of individual competitors competing at the zone level. This is a fantastic effort and we thank all students who attended and participated on the day. We congratulate Liam Mach for achieving Zone Age Champion in the 15 Years Boys.

In the Northern Suburbs Zone Cross Country Championships, Ryde Secondary College had over 100 students represent the College. Overall we finished in 2nd place, closely behind Fort Street High School. Congratulations to Nishan Gill-Misson (17 years) and Marizaan Geldenhuys (18 years) who finished as aged champions. In the 15 years girls, 17 years girls and the 17 years boys, Ryde Secondary College won the team championship, progressing through to the Sydney North Carnival.

In the last carnival for the year, the Zone Athletics Carnival, Ryde Secondary College were once again represented by a large number of students. It was this participation and effort that resulted in the College finishing as runners up at the Northern Suburbs carnival. It was a phenomenal performance especially by our fantastic relay teams, with 7 teams progressing through to the Sydney North Carnival. Congratulations to Nicholas Logothetis for receiving zone age champion in the 13 Years Boys age group.

In Knockout Sport, Ryde Secondary College competed in many competitions from Basketball to Touch Football to Lawn Bowls and Table Tennis. Congratulations to both our Boys and Girls Squash Teams who finished as Sydney North Champions. The Open Boys Volleyball Team also were in fine form, finishing as Sydney North Champions and 3rd overall in NSW.



Ryde Secondary College excelled in Volleyball once again with Adrian Feng, Takanori Irizuki, Hannah Seo, Jordan Hancock, Olivia Talar and Dustin Auld selected to represent the Sydney North Volleyball Team at the NSWCHS Championships. Congratulations to Dustin Auld who was further selected in the NSWCHS Volleyball Team and Jordan Hancock and Adrian Feng who were selected to compete in the NSW All Schools Volleyball championships. Congratulations to these students on their fantastic achievements.

Our Grade teams performed extremely well this year with 5 teams winning grand finals in the 2015 Summer Competition. The winning teams included: 14 Girls Softball, 14 Boys Volleyball, 15's Mixed Volleyball, Opens Mixed Volleyball and Open Girls Basketball. In the 2016 Winter Competition Ryde were involved in 9 grand finals. Congratulations to the Open and 15 Girls Volleyball Team for finishing as Zone Champions.

Congratulations to all of the above teams and to all the College students who participated in Grade Sport. Good luck to all teams who are continuing in the Summer competition this term.

We wish to thank all the parents for the support and encouragement the College and students have received from them during the year. Also, a big thank you to our wonderful staff for their continuous support and co-operation with the PDHPE staff and Sports Organiser during 2015 and 2016. We are looking forward to our continuing success in 2016.

### **Breakfast Mentor Program**

The Breakfast Mentor Program was established to target students who are low SES, at risk, disadvantaged, or those experiencing difficulties in getting breakfast in the morning.

The aim was to provide those students with a positive start to the day by promoting and providing a healthy lifestyle including regular exercise and a nutritious meal for breakfast.

The gym is open from 7.30 – 8.30 am three mornings a week, and 3.15 – 4.15 pm one afternoon a week. This required the Head Teacher to be present supervising, mentoring, and advising students on their workout. Through discussions about their goals, their current level of fitness and experience in a gym environment and current knowledge, we collaboratively developed a plan to enable them to achieve their goals, through recommending different exercises and ensuring correct execution of movements to prevent injury.